

REQUEST for PROPOSALS

2006-07

No Child Left Behind Washington State Higher Education Improving Teacher Quality Program

Funded by
No Child Left Behind Act of 2001, Title II, Part A, Subpart 3
Teacher and Principal Training and Recruiting Fund
U.S. Department of Education
[CFDA 84.367B]

RFP Issue Date:	March 31, 2006
Proposals Due:	May 12, 2006

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I. RFP SPECIFICATIONS

Background

The No Child Left Behind Act of 2001 (NCLB) became law on January 8, 2002. The Act substantially revises the Elementary and Secondary Act of 1965 (ESEA) to help provide all of America's school children with opportunities and resources to achieve academic success. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement. For further information, the full text of the law is available on the Web at:

<<http://www.nochildleftbehind.gov>>

NCLB authorizes the funding of higher education partnerships in each state through the Title II, Part A, Teacher and Principal Quality Training and Recruiting Fund. The purpose of Title II, Part A, is to support professional development through K-16 partnerships that aim to improve teacher quality, increase the number of highly qualified teachers, paraprofessionals, and principals, and increase the academic achievement of all students. The program requires using methods grounded in scientifically based research so students benefit from teaching practices and methods that are most likely to work.

The Office of the Superintendent of Public Instruction (OSPI) is responsible for administering and supervising NCLB programs in Washington, including Title II, Part A, Subparts 1 and 2, which are programs that provide resources directly to school districts. The Higher Education Coordinating Board (HECB) is responsible for administering and supervising the Title II, Part A, Subpart 3 competitive grant program.

This Request for Proposal (RFP) describes the Washington State Higher Education Title II, Part A, Subpart 3 Improving Teacher Quality Program resulting from the NCLB legislation. Each state is charged with developing its own NCLB program. Funds under the NCLB program are allocated to states via statutory formulas, based on the number of children aged 5-17 per state.

Duration and Amount of Grants

About \$1,000,000 is available to support professional development projects sought by this RFP. We expect the average grant amount to range from \$100,000 - \$350,000 per project. Grants will be awarded for a period of 12 months between August 1, 2006 and September 30, 2007. Grants with different periods, including multi-year projects (two or three-year projects) may be considered, although funding for subsequent year awards will be conditional on future federal funding.

Use of Funds

Grant funds may be used for personnel and instructional costs such as staff/teacher and faculty release time or summer contracts, master teachers who serve a number of teachers in a defined region with one-to-one professional development assistance, in-state travel cost (out-of-state travel is not generally covered except in circumstances such as attendance at necessary professional conferences), preparation and duplication of materials, workshop training-related costs, and related supplies.

Funds for equipment purchases will not be covered except in unusual circumstances and only where the project's success directly hinges on the purchase of such equipment.

No single partner in an eligible partnership may use more than 50 percent of the grant funds made available to the partnership.

Eligibility and Partnerships

We will award grants competitively to eligible partnerships, and we hope to equitably distribute grants by geographic area within the state.

Required Partners – An eligible partnership must include at least:

- a public or private institution of higher education (IHE) and the division of that institution that prepares teachers and/or principals;
- a division, school, or college of arts and sciences; and
- a high-need local educational agency (LEA, see Appendix A for list. School districts are LEAs).

All regionally accredited (by Northwest Commission for Colleges and Universities) Washington colleges and universities that are approved to prepare licensed educators are IHEs eligible to apply for a grant, and may submit any number of proposals. The IHE submitting the application (the lead institution) must also be chartered in Washington and have its main campus in Washington.

Optional Partners – An eligible partnership may also include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a community college, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

At a minimum, the partnership must reflect a joint effort between an IHE's department or college of education, a division, school or college of arts and sciences, and at least one partner high-need school district. This federal requirement is intended to ensure that the professional development activities integrate teaching skills with substantive content knowledge. The partnership joint effort can range from informal discussions about the project to sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following collaborative arrangements:

- Each partner is made aware of the proposal and is given an opportunity to provide comment.
- Each partner participates in the planning of the project.
- Instructional staff members are drawn from each partner.
- Each partner plays a role in the evaluation of the project.

Members of the partnership must provide evidence that the project was collaboratively developed to meet the specific needs of the partner high-need school district(s) and must enter into a partnership

agreement. Members must also provide opportunities for private P-12 school leaders located within the school district to participate in the design of the project.

The lead institution, which functions as fiscal agent, for the partnership should be the IHE. No single partnership participant may use more than 50 percent of the federal funds awarded to the partnership. Partnerships must use their funds to plan and provide professional development that is designed to meet the specific needs of the partner high-need school district(s).

High-need Local Educational Agencies

An important requirement of the NCLB program is a focus on high-need local educational agencies (LEAs). School districts are local educational agencies. A high-need LEA is one which meets the following criteria:

1(a) The LEA serves not fewer than 10,000 children from families with incomes below the poverty line; or 1(b) not less than 20% of children in the area served by the LEA are from families with incomes below the poverty line; and 2(a) The LEA has a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, or 2(b) a high percentage of teachers with emergency, provisional, or temporary certification or licensing. [Based on NCLB, Section 2102(3)]

OSPI identified high-need school districts based on criteria 1(a) and 1(b) of the federal requirements and developed a list of the high-need LEAs (see Appendix A) eligible to participate in a grant-funded eligible partnership. The U.S. Department of Education has advised the HECB that requirements listed under 2(a) and 2(b) need not be adhered to because Washington has a very minimal number of teachers who are considered to not meet the definition of highly qualified.

Scientifically Based Research

NCLB requires grant-funded activities to be based upon a review of scientifically based research. The following is a synopsis of the definition of “scientifically based research” as stated in NCLB, Section 9101(37):

- Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs
- Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer review journal

For the complete text of the definition, see:

<<http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec901>>

Grant Priorities

NCLB specifies that Higher Education Improving Teacher Quality grants may be used for:

- professional development for teachers, highly qualified paraprofessionals*, and principals in core academic subjects (English, reading, language arts, mathematics, science, foreign languages [world languages], civics, government, economics, arts, history, and geography);
- assistance to local educational agencies in providing specific kinds of professional development for teachers, highly qualified paraprofessionals, or principals that will improve teaching and learning; and
- leadership skills for principals.

Within this framework, each state is charged with developing its own NCLB higher education partnership grant program. In Washington, the Office of Superintendent of Public Instruction (OSPI) and the Higher Education Coordinating Board (HECB) have collaborated to identify the following priority areas and selection criteria for the 2006-07 Title II, Part A, Subpart 3 Washington State Higher Education Improving Teacher Quality grant program:

We seek high quality professional development projects that address one or more of the following goals:

- Increase content knowledge of teachers (and principals and highly qualified paraprofessionals, as appropriate) in the core subject areas of mathematics and/or reading.
- Increase teaching skills of teachers (and principals and highly qualified paraprofessionals, as appropriate) in the core subject areas of mathematics and/or reading.
- Increase instructional leadership skills of principals and teachers to help them work more effectively with their colleagues to help students master the core subject areas of mathematics and/or reading.

Professional development partnerships must:

- Focus on the needs of teachers (and principals and highly qualified paraprofessionals, as appropriate) in high-need school districts, although other school districts may participate in the university/school partnerships.
- Incorporate professional development activities that are high quality, sustained, intensive, and focus on a classroom, school, and/or district in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, or principal's leadership in the school and community. One-day, short-term workshops or conferences are not considered to be effective professional development activities.
- Demonstrate that grant-funded professional development activities are based upon a review of scientifically based research.

*Highly qualified paraprofessionals have at least 2 years of classroom experience *and* either postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

- Include in the development of the project proposal, teachers and/or principals with college/university teacher and/or administrator preparation programs, and arts and sciences experts.

We encourage partnerships to:

- Focus on school- or district-based learning communities.
- Include professional development in computer-related technology to enhance instruction and student learning in the core subject areas of mathematics and/or reading.
- Integrate professional development in reading with other core subject areas.
- Provide professional development for school building-level teams.
- Focus on middle and high school math and reading teachers.
- Target professional development for special education and ESL/ELL teachers.

Project Design

Projects should be designed to:

- Support LEA plans for the improvement of education for all students and reflect Washington's Essential Academic Learning Requirements and Grade Level Expectations, and where appropriate, national content area standards and state standards for principals
- Contribute to long-term sustainable professional growth and classroom reform
- Be content rich
- Model standards-based curricula and instructional and assessment practices consistent with state and national standards and research
- Broaden and deepen the subject matter knowledge of the participants
- Equip participants with the knowledge and skills to improve the performance of all students
- Measure the success of the project in meeting its stated goals and objectives

We expect each project to serve a minimum of 20 participants and provide a minimum of not less than 80 hours of professional development during the project period. Projects should avoid "one-shot" training approaches and instead provide intensive training programs with appropriate follow-through provisions. Training programs of fewer than 10 days are not likely to be funded.

We encourage a variety of professional development formats, in order to facilitate the widest possible access to professional development opportunities for teachers (and principals and highly qualified paraprofessionals, as appropriate). These could include a mix of the following:

- Courses in core academic subject areas that are focused on classroom reforms, aligned with state standards, and that meet identified needs of school districts
- Intensive institutes offered in the summer

- Shorter workshops offered over time during the school year (e.g., 1-2 days per month over a period of months)
- Telecommunicated opportunities offered during the summer and/or school year
- Training opportunities delivered onsite at schools, educational service districts, or other nearby sites
- One-to-one technical assistance

We require follow-up components that encourage teachers (and principals and highly-qualified paraprofessionals, as appropriate) to continually apply new knowledge and skills in the classroom. Examples of follow-up components include:

- teacher assignments conducted during the school year;
- visiting other teachers' classrooms and hosting teacher visits;
- working with educator teams on special projects (e.g., curriculum development); and
- projects with business and industry, internet networking, etc.

Performance Standards and Measures

We will use the following set of standards and performance measures to evaluate successful performance for the 2006-07 Washington State Higher Education Improving Teacher Quality projects as a group (all projects considered together). Each individual project must meet each of these standards. Projects should identify appropriate performance measures and indicators for each standard and specify these in the proposal. Performance measures can vary depending upon the proposed project.

Each project must submit a Final Report at the conclusion of the project (or annually for multi-year projects), providing evidence that they have met the following performance standards and provided documentation of the relevant performance measures.

Standard 1: The professional development activities provided by the Washington Title II projects are intensive, sustained, and ongoing.	Performance Measures: Projects provide a minimum of 80 inservice professional development contact hours for the primary group of inservice participants. <i>(The primary cohort of inservice participants is that group of teachers—or principals or highly qualified paraprofessionals, as appropriate—targeted by the professional development design and implementation activities described in the project proposal.)</i>
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<p>Standard 2:</p> <p>Professional development activities provided by the Washington Title II projects serve teachers (and principals and highly qualified paraprofessionals, as appropriate) in Washington's high-need districts and schools.</p>	<p>Performance Measures:</p> <ul style="list-style-type: none"> • Projects serving LEAs or schools provide evidence of efforts and progress in serving teachers (and principals and highly qualified paraprofessionals, as appropriate) in school buildings that meet Washington's high-need classification.
<p>Standard 3:</p> <p>Professional development activities provided by the Washington Title II projects are responsive to the teaching and learning needs identified in district and/or school professional development plans.</p>	<p>Performance Measures:</p> <p>Projects provide evidence of alignment with district/school professional development plans via articulated service agreements such as Memoranda of Understanding (MOUs) that specify how the professional development addresses district/school needs.</p>
<p>Standard 4:</p> <p>Professional development activities in the Washington Title II projects provide significant opportunities for active learning.</p>	<p>Performance Measures:</p> <ul style="list-style-type: none"> • Projects demonstrate support, directly or via articulated agreements, of active learning activities such as peer observation and feedback of participant teaching; practice under simulated conditions with feedback; informal meetings with other participants to discuss classroom implementation; sharing and reviewing student work; scoring and analyzing assessments; planning, developing, and peer reviewing curricula or lesson plans; opportunities to present, demonstrate, or lead discussions with participants; analyzing teaching and learning needs using disaggregated student achievement data.
<p>Standard 5:</p> <p>Professional development activities in Washington's Title II projects incorporate equity strategies to help teachers use practices that will provide all of their K-12 students – regardless of population grouping or individual learning styles or needs –with the opportunity to achieve excellence.</p>	<p>Performance Measures:</p> <ul style="list-style-type: none"> • Projects provide evidence that project activities address equity issues in teaching and learning.
<p>Standard 6:</p> <p>Professional development content activities provided by the Washington Title II projects utilize the state's content standards in the appropriate content area(s).</p>	<p>Performance Measures:</p> <ul style="list-style-type: none"> • Projects providing subject area content offerings demonstrate explicit connections between these professional development activities and the Washington content-based standards, Essential Academic Learning Requirements and Grade Level Expectations.

<p>Standard 7:</p> <p>Professional development activities provided by the Washington Title II projects support the development and growth of learning communities that involve prospective, novice, and experienced teachers, administrators, and higher education faculty in collaborative interactions focusing on improving student achievement.</p>	<p>Performance Measures:</p> <ul style="list-style-type: none">• Professional development is embedded in everyday school life, providing opportunities for teachers and administrators to meet, observe, and study with each other around student learning needs.• Less experienced educators are linked with more experienced educators in providing classroom instruction or school leadership in high-need schools and districts.• Higher education faculty are supported through release time to work in school buildings.• Inservice educators assist in teacher and/or principal preparation by serving as higher education faculty in delivering coursework and formally participating in the design of teacher preparation curricula.
<p>Standard 8:</p> <p>Washington Title II projects can demonstrate that the teacher preparation programs participating with the projects exhibit the attributes of effective professional development and effectively prepare teachers for placement and retention in Washington high-need districts.</p>	<p>Performance Measures:</p> <ul style="list-style-type: none">• Required teacher preparation coursework provides substantial opportunities for active learning; e.g., peer observation and feedback of participant teaching; practice under simulated conditions with feedback; informal meetings with other participants to discuss classroom implementation; sharing and reviewing student work; scoring and analyzing assessments; planning, developing, and peer reviewing curricula or lesson plans; opportunities to present, demonstrate, or lead discussions with peer participants; analyzing teaching and learning needs using disaggregated student achievement data.• Required teacher preparation coursework incorporates explicit equity strategies that assist prospective teachers in using practices that will provide all their K-12 students, regardless of population grouping, with the opportunity to achieve excellence.• Teacher preparation coursework provides content-specific pedagogy that explicitly addresses the Washington content standards in the appropriate content areas.• The teacher preparation curriculum provides extended and supported classroom placements in high-need schools prior to and including student teaching.

Review Process

Expert Review: HECB- and OSPI-identified readers possessing expertise in mathematics, reading, instructional leadership, curriculum and instruction, and professional development will review proposals according to the criteria listed below.

CATEGORY	CRITERIA	POINTS
Key Objectives	Extent to which key objectives correspond with priorities and project design elements identified in the “Grant Priorities” and “Project Design” sections of this RFP	15
Key Activities	Extent to which the key activities will achieve the stated project objectives	15
Key Outcomes	Extent to which the key outcomes correspond with the project objectives	10
Scientifically-based Research	Extent to which scientifically based research provides the basis for the approach and strategies in the project	10
LEA Involvement	Extent to which LEAs have been involved in the planning and will be involved in the implementation of the project	15
Arts & Sciences Involvement	Extent to which Arts & Sciences faculty have been involved in the planning and will be involved in the implementation of the project	15
Timeline	Extent to which the timeline shows evidence that project activities can be accomplished within stated timeframe	10
Performance Standards and Measures	Extent to which the project identifies and addresses performance standards and relevant measures/indicators as described in the “Performance Standards and Measures” section of this RFP	20
Key Personnel	Extent to which the key project personnel are qualified for the project and are capable of managing it	15
Examples of Involvement	Extent to which the project identifies examples of how the members of the partnership have had relevant and successful involvement in the types of activities included in this project	10
Total Available Points:		135

The proposal review will also take into consideration the following special criteria:

- Partnership projects would impact teachers (and principals or highly qualified paraprofessionals, as appropriate) in low performing high-need schools.
- Partnerships represent geographic locations underrepresented by currently funded Title II A projects or proposed projects.
- Partnerships work with a significant number of high-need districts or schools (e.g., 3 or more).
- Partnerships focus on middle and high school math and reading teachers.
- Partnerships target professional development for special education and ESL/ELL teachers.

Interview: The top-ranked projects (semi-finalists) will be invited to participate in the interview phase. Interviews will be conducted jointly by HECB and OSPI staff. In-person interviews will be held in Olympia, Washington, during June 5 – 16, 2006. In cases where the project director lives too far away to be interviewed in person, interviews may be conducted via video-conferencing.

Interviews are designed to permit HECB and OSPI staff to address suggestions for project improvements raised by the proposal reviewers.

Award Notification and Appeals

We'll announce semi-finalists by June 2, 2006. Funds will be expendable through September 30, 2007. Extensions are available upon written approval for longer-term projects, but in no case may an annually-funded project extend past September 30, 2008.

To maximize use of the limited funds available, applicants whose grants are approved at an amount different than the amount requested may be asked to revise the project budget and/or scope of work.

Decisions regarding the relative merit of competing proposals are considered final in accordance with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11 (b) (3) (ii) (B), Rules and Regulations. An institution or partnership with a grievance regarding the awards for 2006-07 must make its intent to appeal known in writing to Mark Bergeson at the HECB within 14 days of the announcement of awards. Further information concerning the appeals process is available at the HECB office.

Timeline

KEY DATES	
RFP issued	March 31, 2006
Proposals due in HECB office	May 12, 2006, 5:00 p.m.
Receipt of proposals acknowledged (email)	Upon receipt of proposal
Proposal review period	May 15 – June 2, 2006
Notification of outcome of proposal review	June 2, 2006
Invited semi-finalist interviews	June 5 – 16, 2006
Final project negotiations	June 19 – July 7, 2006
Contracts issued	June 26 – July 28, 2006
Projects may begin work	August 1, 2006 or upon contract approval date*
Mid-year report due	February 1, 2007
Projects complete work (for one-year projects)	September 30, 2007
Final report due	60 days after project completion
*Contingent upon receipt of U.S. Department of Education grant award notification	

Grant Administration and Regulations

All partnerships awarded funds from the HECB higher education grant program must enter into a contract with the HECB. The contract will be developed with the partnership's lead institution, which functions as fiscal agent. The contract binds the project directors and their institutions/partners to follow project administration rules and regulations. The partnership must maintain detailed records of expenditures made for the project. The partnership's lead institution will submit monthly invoices for reimbursement of documented expenses to the HECB.

Statement of Assurances

All applicants must sign a Statement of Assurances (see Appendix F).

Reporting Requirements

Abstract – We require an abstract of 1-2 pages from each funded project (see Appendix G for the required abstract format). We'll post abstracts on the HECB Title II A Web site.

Mid-year Report – A mid-year report will be due by February 1, 2007 (see Appendix H for the required format). The mid-year report must include a description of project activities accomplished to date, and preliminary evaluations of the project's implementation (performance standards/measures being used).

Final Report – A final report will be due within 60 days of completion of the project (see Appendix I for the required Final Report format). This report should document the effectiveness of the project.

Please note that additional information may be required by the U.S. Department of Education for mid-year or final reports.

Attribution

Any program advertisement brochure, written materials distributed to participants, media announcements, and all other disseminated materials must bear the following acknowledgement: *"Funds for this project were provided by a grant from the federal No Child Left Behind Act of 2001, Title II, Part A, Subpart 3 Washington State Higher Education Program Improving Teacher Quality, administered by the Washington Higher Education Coordinating Board."*

Copyrights and Patents

Ownership of any copyrights, patents, or other proprietary interest that may result from grant activities, shall be governed by applicable federal and state regulations.

Coordination with Higher Education Act of 1965

NCLB requires that an eligible partnership that receives these grant funds, as well as a grant under Section 203 of the Higher Education Act of 1965, shall coordinate activities carried out under both grants. If your institution or any of your partners is a recipient of the above-mentioned grant, you are required to provide a Statement of Assurances that activities carried out under both programs will be coordinated.

II. APPLICATION INSTRUCTIONS

Due Date

Proposals must be received in the HECB office by 5:00 p.m. on Friday, May 12, 2006.

Mailing Information

Applicants must submit 1 original + 4 copies of the full proposal to the HECB. The original must include an original signature of an authorized executive official on the cover page. Incomplete applications may be rejected. An emailed or faxed proposal is acceptable for the purpose of meeting the due date requirement listed above, but it must be accompanied by a signed original + 4 copies postmarked by May 12, 2006. Upon receiving your proposal, the HECB will email confirmation to the project director. Proposals should be mailed or delivered to:

Mark Bergeson, Program Associate
Washington State Higher Education Coordinating Board
FedEx/UPS/DHL: 917 Lakeridge Way, Olympia, WA 98502
U.S. Postal Service: PO Box 43430, Olympia, WA 98504-3430

Proposal Format

1. Cover Sheet

Complete the RFP Cover Sheet (see Appendix B). The RFP Cover Sheet must be signed by an authorized executive official for the applicant (the president, or other official with authority to bind the applicant legally).

2. Partnership Profile Form

Using the Partnership Profile Form (Appendix C), provide a list of your eligible partnership's partners (including your own institution). You may also submit attachments describing your organization, agency, and/or consortia in greater detail.

3. Proposal Narrative Form

Using the Proposal Narrative Form (Appendix D), describe in no more than 15 double-spaced pages how you propose to address the grant priority areas following the design specifications.

4. Budget Form & Narrative

Complete the Budget Form (Appendix E). Provide an assurance on the Budget Form that no single participant in an eligible partnership will use more than 50 percent of the grant funds made available

to the partnership. *Also include a budget narrative that explains how the amounts on the Budget Form were determined.*

5. Statement of Assurances

Complete the Statement of Assurances (Appendix F). Both the project director and president (or other executive official with authority to bind the applicant legally) should sign it.

Questions

Requests for clarification or assistance in preparing and submitting proposals should be directed to Mark Bergeson, Program Associate, Washington State Higher Education Coordinating Board, by email (markb@hecb.wa.gov) or telephone (360-753-7881).

III. APPENDICES

For use in proposal preparation:

Appendix A: Washington High-Need School Districts (LEAs)

Appendix B: RFP Cover Page

Appendix C: Partnership Profile Form

Appendix D: Proposal Narrative Form

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Appendix F: Statement of Assurances

Appendix G: Abstract Template

Appendix H: Mid-year Report Template

Appendix I: Final Report Template

Washington State High-Need School Districts (LEAs)

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Almira	Almira Elementary School	K-8	Lincoln	108	22	20.37%
Asotin-Anatone	Asotin Jr Sr High	7-12	Asotin	552	116	21.01%
	Asotin Elementary	P-6	Asotin			
Benge	Benge Elementary	K-6	Adams	14	3	21.43%
Boistfort	Boistfort Elementary	P-8	Lewis	193	40	20.73%
Bremerton	Alliance Academy	K-8	Kitsap	6761	1468	21.71%
	Armin Jahr Academy	K-5	Kitsap			
	Bremerton High School	9-12	Kitsap			
	Crownhill Elementary School	K-5	Kitsap			
	Kitsap Lake Academy	K-5	Kitsap			
	Morgan Center School	10-12	Kitsap			
	Mountain View Middle School	6-8	Kitsap			
	Naval Avenue Elementary School	K-5	Kitsap			
	Renaissance Alternative High School	7-12	Kitsap			
	View Ridge Elementary School	K-5	Kitsap			
	West Hills Elementary	K-5	Kitsap			
	West Sound Technical Skills Center	11-12	Kitsap			
Brewster	Brewster Elementary School	P-6	Okanogan	972	323	33.23%
	Brewster High School	9-12	Okanogan			
	Brewster Junior High School	7-9	Okanogan			
Bridgeport	Bridgeport Aurora High School	9-12	Douglas	684	192	28.07%
	Bridgeport Elementary	P-5	Douglas			
	Bridgeport High School	9-12	Douglas			
	Bridgeport Middle School	6-8	Douglas			
Cape Flattery	Clallam Bay High & Elementary	K-12	Clallam	625	156	24.96%
	Neah Bay Elementary School	K-6	Clallam			
	Neah Bay Junior/Senior High School	7-12	Clallam			
Centerville	Centerville Elementary	K-8	Klickitat	105	24	22.86%
Columbia (Stevens)	Columbia High & Elementary	P-12	Stevens	215	63	29.30%
Concrete	Concrete Elementary	K-6	Skagit	1009	243	24.08%
	Concrete High School	9-12	Skagit			
	Concrete Middle	7-8	Skagit			
	Skagit River School House	K-12	Skagit			
	Twin Cedars High School	10-12	Skagit			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Creston	Creston Elementary	K-6	Lincoln	102	21	20.59%
	Creston Jr-Sr High School	7-12	Lincoln			
Cusick	Bess Herian Elementary	K-6	Pend Oreille	346	81	23.41%
	Cusick Jr-Sr High School	7-12	Pend Oreille			
Evergreen (Stevens)	Evergreen School	K-6	Stevens	70	15	21.43%
Garfield	Garfield at Palouse High School	9-12	Whitman	175	37	21.14%
	Garfield Elementary	P-5	Whitman			
	Garfield Middle School	6-8	Whitman			
Goldendale	Goldendale High School	9-12	Klickitat	1244	269	21.62%
	Goldendale Middle School	5-8	Klickitat			
	Goldendale Primary School	K-4	Klickitat			
Grand Coulee Dam	Grand Coulee Dam Middle School	5-8	Grant	712	153	21.49%
	Lake Roosevelt High School	9-12	Grant			
	Skilskin High School	10-12	Grant			
	Wright Elementary School	P-4	Grant			
Grandview	Compass High School	9-12	Yakima	3129	724	23.14%
	Contract Learning Center	9-12	Yakima			
	Grandview High School	9-12	Yakima			
	Grandview Middle School	6-8	Yakima			
	McClure Elementary School	P-5	Yakima			
	Smith Elementary School	P-5	Yakima			
	Thompson Elementary School	P-5	Yakima			
	YVCC GED School	9-12	Yakima			
Granger	Granger Alternative High School	9-12	Yakima	1388	529	38.11%
	Granger High School	9-12	Yakima			
	Granger Middle School	5-8	Yakima			
	Roosevelt Elementary	K-4	Yakima			
Hoquiam	Central Elementary School	2-6	Grays Harbor	2130	509	23.90%
	Emerson Elementary	K-1	Grays Harbor			
	Hoquiam High School	9-12	Grays Harbor			
	Hoquiam Middle School	7-8	Grays Harbor			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Hoquiam, cont.	Lincoln Elementary	2-6	Grays Harbor			
	Washington Elementary School	2-6	Grays Harbor			
Keller	Keller Elementary School	K-6	Ferry	91	28	30.77%
Kettle Falls	Kettle Falls Elementary School	K-4	Stevens	897	194	21.63%
	Kettle Falls High School	9-12	Stevens			
	Kettle Falls Middle School	5-8	Stevens			
Klickitat	Klickitat Elem & High	K-12	Klickitat	153	34	22.22%
Lake Chelan	Chelan High School	9-12	Chelan	1298	290	22.34%
	Chelan Middle School	6-8	Chelan			
	Chelan Prep High School	9-12	Chelan			
	Glacier Valley High School	9-12	Chelan			
	Holden Village Community School	K-12	Chelan			
	Lake Chelan Preschool	P	Chelan			
	Morgen Owings Elementary School	K-5	Chelan			
Mabton	Artz Fox Elementary	K-6	Yakima	942	305	32.38%
	Mabton Jr-Sr High School	7-12	Yakima			
Manson	Manson Elementary	P-6	Chelan	700	207	29.57%
	Manson Jr-Sr High School	7-12	Chelan			
Mary Walker	Mary Walker Alternative High School	9-12	Stevens	597	190	31.83%
	Mary Walker High School	9-12	Stevens			
	Parent Partner Program	K-12	Stevens			
	Springdale Academy	K-12	Stevens			
	Springdale Elementary	P-6	Stevens			
	Springdale Middle School	7-8	Stevens			
Mount Adams	Harrah Elementary School	P-5	Yakima	1280	309	24.14%
	Mount Adams Middle School	6-8	Yakima			
	White Swan High School	9-12	Yakima			
Nespelem	Nespelem Elementary	P-8	Okanogan	333	84	25.23%

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Newport	Newport High School	9-12	Pend Oreille	1359	275	20.24%
	Sadie Halstead Middle School	5-8	Pend Oreille			
	Stratton Elementary	P-4	Pend Oreille			
Northport	Northport Elementary School	K-8	Stevens	245	62	25.31%
	Northport High School	9-12	Stevens			
Oakville	Oakville Elementary	K-6	Grays Harbor	463	95	20.52%
	Oakville High School	7-12	Grays Harbor			
Ocosta	Ocosta Elementary School	P-6	Grays Harbor	813	191	23.49%
	Ocosta Junior - Senior High	7-12	Grays Harbor			
Okanogan	Grainger Elementary	K-5	Okanogan	1008	282	27.98%
	Okanogan Alternative School	9-12	Okanogan			
	Okanogan High School	9-12	Okanogan			
	Okanogan Middle School	6-8	Okanogan			
Omak	E Omak Elementary	3-5	Okanogan	1971	405	20.55%
	N Omak Elementary	P-2	Okanogan			
	Omak Alternative High School	9-12	Okanogan			
	Omak High School	9-12	Okanogan			
	Omak Middle School	6-8	Okanogan			
	Paschal Sherman	P-9	Okanogan			
Onalaska	Contract Studies School	9-12	Lewis	889	187	21.03%
	Onalaska Elem/Middle School	P-8	Lewis			
	Onalaska High School	9-12	Lewis			
Onion Creek	Onion Creek Elementary	P-8	Stevens	82	25	30.49%
Orient	Orient Elem	K-8	Ferry	152	37	24.34%
Oroville	Oroville Elementary	P-6	Okanogan	793	187	23.58%
	Oroville Middle-High School	7-12	Okanogan			
Othello	Hiaawatha Elementary School	K-6	Adams	2970	703	23.67%
	Lutacaga Elementary	K-6	Adams			
	McFarland Junior	7-8	Adams			
	Othello High School	8-12	Adams			
	Scootney Springs Elementary	K-6	Adams			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Palisades	Palisades Elementary School	K-5	Douglas	107	24	22.43%
Pasco	Edwin Markham Elementary	K-5	Franklin	10830	2268	20.94%
	Ellen Ochoa Middle School	6-8	Franklin			
	Emerson Elementary	K-5	Franklin			
	James McGee Elementary	K-5	Franklin			
	Longfellow Elementary	K-5	Franklin			
	Mark Twain Elementary	K-5	Franklin			
	Maya Angelou Elementary	K-5	Franklin			
	McLoughlin Middle School	6-8	Franklin			
	New Horizons High School	9-12	Franklin			
	Pasco Early Childhood	P	Franklin			
	Pasco Senior High School	9-12	Franklin			
	Robert Frost Elementary	K-5	Franklin			
	Rowena Chess Elementary	K-5	Franklin			
	Ruth Livingston Elementary	K-5	Franklin			
	Stevens Middle School	6-8	Franklin			
	Virgie Robinson Elementary	K-5	Franklin			
	Whittier Elementary	K-5	Franklin			
Pe Ell	Pe Ell School	P-12	Lewis	312	79	25.32%
	Trojan Alternative School	9-12	Lewis			
Pioneer	Pioneer Intermediate/Middle School	4-8	Mason	1351	282	20.87%
	Pioneer Primary School	P-3	Mason			
Prescott	Prescott Elementary School	K-6	Walla Walla	431	88	20.42%
	Prescott Jr Sr High	7-12	Walla Walla			
Queets-Clearwater	Queets-Clearwater Elementary	K-8	Jefferson	74	18	24.32%
Quilcene	Quilcene High & Elementary	P-12	Jefferson	283	60	21.20%
Quincy	Early Childhood Learning Center	P	Grant	2423	505	20.84%
	George Elementary	K-3	Grant			
	Monument Elementary	4-6	Grant			
	Mountain View Elementary	K-1	Grant			
	Quincy High School	9-12	Grant			
	Quincy High Tech High	9-12	Grant			
	Quincy Junior High	7-8	Grant			
	Pioneer Elementary	2-3	Grant			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Raymond	Developmental Preschool	P	Pacific	664	148	22.29%
	Raymond Elementary School	K-6	Pacific			
	Raymond Jr Sr High School	7-12	Pacific			
Republic	Republic Elementary School	K-6	Ferry	487	106	21.77%
	Republic Junior High	7-8	Ferry			
	Republic Senior High School	9-12	Ferry			
	Republic Parent Partner	1-12	Ferry			
Roosevelt	Roosevelt Elementary School	1-6	Klickitat	32	7	21.88%
Rosalia	Rosalia Elem & High School	P-12	Whitman	261	58	22.22%
Royal	Red Rock Elementary	K-5	Grant	1473	380	25.80%
	Royal High School	9-12	Grant			
	Royal Middle School	6-8	Grant			
Skykomish	Skykomish Elementary School	K-8	King	93	19	20.43%
	Skykomish High School	9-12	King			
Soap Lake	Smokiam Alternative High School	9-12	Grant	586	224	38.23%
	Soap Lake Elementary	K-5	Grant			
	Soap Lake Middle & High School	6-12	Grant			
South Bend	Chauncey Davis Elementary	K-6	Pacific	483	97	20.08%
	South Bend High School	9-12	Pacific			
	South Bend Junior High School	7-8	Pacific			
Sunnyside	Chief Kamiakin Elementary School	5-6	Yakima	5494	1882	34.26%
	Harrison Middle School	7-8	Yakima			
	Outlook Elementary School	K-4	Yakima			
	Pioneer Elementary School	K-4	Yakima			
	Pride High School	9-12	Yakima			
	Sunnyside High School	9-12	Yakima			
	Washington Elementary	K-4	Yakima			
Taholah	Taholah Elementary & Middle School	K-8	Grays Harbor	239	69	28.87%
	Taholah High School	9-12	Grays Harbor			
Tonasket	Tonasket Elementary School	P-5	Okanogan	1133	268	23.65%
	Tonasket High School	9-12	Okanogan			
	Tonasket Middle School	6-8	Okanogan			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Toppenish	Eagle High School	7-12	Yakima	3714	1091	29.38%
	Garfield Elementary School	K-5	Yakima			
	Kirkwood Elementary School	K-5	Yakima			
	Lincoln Elementary School	K-5	Yakima			
	Toppenish High School	9-12	Yakima			
	Toppenish Middle School	6-8	Yakima			
	Toppenish Preschool	P	Yakima			
	Valley View Elementary	K-5	Yakima			
Valley	Valley Elem/Middle School	K-8	Stevens	253	59	23.32%
	Valley Home Program	K-12	Stevens			
Wahluke	Birth to 3 Years	P	Grant	1449	315	21.74%
	Developmental Preschool	P	Grant			
	Mattawa Elementary	P-2	Grant			
	Saddle Mountain Intermediate	3-5	Grant			
	Morris Schott Middle School	6-8	Grant			
	Sentinel Tech Alt School	9-12	Grant			
	Wahluke High School	9-12	Grant			
Wapato	Adams Elementary	K-5	Yakima	3499	935	26.72%
	Camas Elementary	K-5	Yakima			
	Pace Alternative High School	6-12	Yakima			
	Satus Elementary	P-5	Yakima			
	Wapato High School	9-12	Yakima			
	Wapato Middle School	6-8	Yakima			
Warden	Warden Elementary School	P-5	Grant	985	207	21.02%
	Warden Middle School	6-8	Grant			
	Warden High School	9-12	Grant			
Washtucna	Washtucna Elementary/High School	K-12	Adams	79	18	22.78%
Wellpinit	Wellpinit Alliance High School	8-12	Stevens	293	82	29.69%
	Wellpinit Elementary School	P-5	Stevens			
	Wellpinit Middle School	6-8	Stevens			
	Wellpinit High School	P-12	Stevens			
	Wellpinit-Fort Semco High School	11-12	Stevens			
White Pass	White Pass Elementary School	K-6	Lewis	807	177	21.93%
	White Pass Jr Sr High School	7-12	Lewis			
Wilson Creek	Wilson Creek Elementary School	K-6	Grant	129	26	20.16%
	Wilson Creek High	5-12	Grant			

Washington State High-Need School Districts (LEAs), cont.

School District	School	Grade Level	County	Data for the School District		
				5-17 Yr Olds in Pop-ulation	5-17 Yr Olds in Poverty	Poverty %
Wishram	Wishram High & Elem. School	P-12	Klickitat	64	16	25.00%
Yakima	Adams Elementary School	P-5	Yakima	14637	3899	26.64%
	Barge-Lincoln Elementary School	K-5	Yakima			
	Davis High School	9-12	Yakima			
	Discovery Lab School	K-8	Yakima			
	Early Childhood Center	P	Yakima			
	Eisenhower High School	9-12	Yakima			
	Franklin Middle School	6-8	Yakima			
	Garfield Elementary School	K-5	Yakima			
	Gilbert Elementary School	K-5	Yakima			
	Hoover Elementary School	K-5	Yakima			
	Lewis & Clark Middle School	6-8	Yakima			
	Martin Luther King Jr Elementary	K-5	Yakima			
	McClure Elementary School	K-5	Yakima			
	McKinley Elementary School	K-5	Yakima			
	Nob Hill Elementary School	K-5	Yakima			
	Ridgeview Elementary	K-5	Yakima			
	Robertson Elementary	K-5	Yakima			
	Roosevelt Elementary School	K-5	Yakima			
	Stanton Alternative School	9-12	Yakima			
	Yakima Co Juvenile Detention	5-12	Yakima			
	Yakima Valley Technical Skills Center	9-12	Yakima			
	Washington Middle School	6-8	Yakima			
	Whitney Elementary	K-5	Yakima			
	Wilson Middle School	6-8	Yakima			

Source: Office of the Superintendent of Public Instruction, March 2006.

RFP COVER PAGE

2006-07 No Child Left Behind: Washington State Higher Education Improving Teacher Quality Program

Applicant Organization (lead institution in the eligible partnership):

Address:

Project Director (contact person):

Title:

Telephone:

Fax:

E-mail:

Title of Project:

Brief Description of Project:

Number of Participants:

Total Grant Funds Requested: \$_____

Teachers: _____

Length of Project: _____ (months)

Principals: _____

Other: _____

This proposal complies with all applicable policies/regulations and carries the full endorsement of the applicant organization.

Authorized Executive Official (Signature) Title

Date

Partnership Profile Form

Provide the name of each partner in the boxes below the categories. Partners in categories 1-3 are required in order to comprise an eligible Title II A partnership. Partners in category 4 are optional.

Our partnership will consist of:

Category 1 A state or private institution of higher education (lead institution) and the division of the institution that prepares teachers and/or principals (lead institution)	Category 2 A school of Arts & Sciences	Category 3 At least one high-need local education agency (school district)	Category 4 Additional LEAs, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a community college, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business

Proposal Narrative Form

Directions: Proposals must address each of the following topics, in the order listed, in no more than 15 double-spaced pages. Relevant appendices may be attached.

1. **Key Objectives** – List the key objective(s) of this project.
2. **Key Activities** – Describe the key activities that are planned to achieve the project's key objective(s).
3. **Key Outcomes** – List the key outcomes expected for this project.
4. **Scientifically Based Research** – Describe the scientifically based research that is providing the basis for the approaches and strategies in this project.
5. **LEA Involvement** – Indicate in what ways LEAs have been involved in planning and will be involved in implementation of this project.
6. **Arts & Sciences Involvement** – Indicate in what ways Arts & Sciences faculty have been involved in planning and will be involved in implementation of this project.
7. **Timeline** – Provide a timeline for project activities.
8. **Performance Standards and Measures** – Indicate how you propose to measure each of the performance standards identified in the RFP.
9. **Key Personnel** – Indicate the key personnel for the project by name, title, and brief biographical background (1-2 paragraphs).
10. **Examples of Involvement** – Provide brief examples of how members of the partnership have had relevant and successful involvement in the types of activities identified in the proposal.

Budget Form

Provide project budget summary and narrative justification of anticipated expenses following the format below (column for each partner). Indirect costs should represent no more than 8% of direct budget request. Consultant fees may not exceed \$350 per day in addition to costs for travel, food, and lodging. Costs for equipment or full classroom sets of materials are generally not allowable. Participants may receive a reasonable stipend for professional development participation occurring outside the school day. Participants may also receive reimbursement for travel, food, and lodging. Projects are requested to track leveraged monies (other funds that contribute to the project, such as foundation, LEA, and other federal funds).

	PARTNER 1 Lead Institution	PARTNER 2 School of Arts & Sciences	PARTNER 3 High-Need LEA	PARTNER 4* Other	TOTALS
1. Salaries & Wages <i>Key personnel (faculty/admin)</i> a. b.					
1. Employee Benefits <i>@ ____percent</i> a. b.					
3. Participant Costs <i>Tuition, stipends, books, travel</i> a. b.					
4. In-state Travel a. b.					
5. Materials & Supplies a. b.					
6. Other (Contractual) a. b.					
Total Direct RFP Funds					
Indirect Cost, not to exceed 8 % of direct RFP funds					
TOTAL RFP FUNDS					
Cost-sharing by LEAs					
Other contributed funds					

* Add additional columns per partner

Check here to provide assurance that no single participant in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.

Statement of Assurances

Each applicant hereby provides assurances to the Washington Higher Education Coordinating Board that:

1. The information submitted in the proposal is true and correct, to the best of the applicant's knowledge.
2. The applicant understands that the HECB will not reimburse the applicant for any costs incurred in the preparation of this proposal or for costs associated with applicant interviews.

Furthermore, each applicant hereby provides assurances to the Washington Higher Education Coordinating Board that if a grant is received under the terms of the State Higher Education Improving Teacher Quality Program, the applicant will:

3. Conduct the professional development as described in this Request for Proposals.
4. Comply with requirements to audit the grant-funded program in accordance with the Federal Office of Management and Budget (OMB) A-133, and supply the Washington Higher Education Coordinating Board with a copy of the audit report for each fiscal year in which those grant funds were expended within 60 days of the completion of the audit.
5. Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (gender equity), and the Age Discrimination Act of 1975.
6. Keep all records necessary for fiscal and program auditing and give the Washington Higher Education Coordinating Board, the United States Department of Education or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant.
7. Retain all fiscal records for a period of at least 6 years after the end of the contract.
8. Comply with all applicable provisions of the Title II, Part A No Child Left Behind Act.
9. Comply with the administrative procedures of the Washington Higher Education Coordinating Board and the United State Department of Education's General Administrative Regulations.
10. Target for program recruitment, educators from schools with the greatest need for assistance.
11. Take advantage of opportunities to provide greater access to mathematics and reading disciplines and instructional leadership training by historically underrepresented groups.
12. Ensure equitable participation of personnel from private nonpublic schools to the extent feasible.
13. Obtain written certification that any participating paraprofessionals are highly qualified (i.e. they have at least 2 years of classroom experience and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers).

14. In addition, according to the instructions in EDGAR, Part A, Appendix B, the institution of higher education and its partners certify, by submission of this proposal, that none of the partners nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. If the institution of higher education and its partners are unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Applicant Organization Name

Project Director

Executive official with authority to legally bind applicant

Title

Title

Signature

Signature

Date

Date

Abstract

Within two weeks of signing the contract, submit to the HECB an abstract of your project in the format below.

1. Title of project: _____

2. Contact information

Project Director Name:

Title:

Address:

Phone:

Fax:

E-mail:

3. Status of partnerships – List the current partners for this project.

LEAD INSTITUTION	SCHOOL OF ARTS & SCIENCES	HIGH-NEED LEA/SCHOOL(S) ¹	OTHER PARTNER(S) ²

¹ Add additional rows to the chart, if necessary.

² Other LEA/school, institution, or organization.

4. Purpose of project:

5. Type of professional development, training and recruitment to be provided:

6. Outcomes expected:

7. Number of participants

Teachers:

Principals/Administrators:

Highly qualified paraprofessionals:

Preservice Teachers:

Others:

Mid-Year Report

By February 1, 2007, submit to the HECB the following information for your 2006-07 grant project.

1. Title of project: _____

2. Contact information

Project Director Name:

Title:

Address:

Phone:

Fax:

E-mail:

3. Status of partnerships – List the current partners for this project.

LEAD INSTITUTION	SCHOOL OF ARTS & SCIENCES	HIGH-NEED LEA/SCHOOL(S) ¹	OTHER PARTNER(S) ²

¹ Add additional rows to the chart, if necessary.

² Other LEA/school, institution, or organization.

4. Description of project activities to date:

5. Preliminary evaluation of the project's implementation, including performance standards/measures being used:

6. Contact hours

Average contact hours per participant:

Time period (number of months) over which contact hours took place:

7. Total dollar amount of funds leveraged:

(e.g., foundations, LEAs, other federal funds)

- 8. Number of participants** – Enter the total number of participants for each applicable type of participant, below.

TYPE OF PARTICIPANT	NUMBER
High-need K-12 School Districts	
Other K-12 School Districts (<i>not on the approved high-need list</i>)	
High-need K-12 Schools	
Other K-12 Schools (<i>not on the approved high-need list</i>)	
Teachers, Elementary	
Teachers, Middle school	
Teachers, High school	
Teachers, Preservice	
Principals/Administrators, Elementary	
Principals/Administrators, Middle School	
Principals/Administrators, High School	
Highly Qualified Paraprofessionals	
K-12 Students (<i>Number of K-12 students on which the individual receiving services through the grant had direct impact; e.g., for a teacher this would be the number of students in his/her class. For an administrator, it would be the number of students in his/her school.</i>)	
Higher Education Faculty	
Pre-service teachers in higher education (<i>Number of preservice teachers that the higher education faculty has in his/her classes.</i>)	
Others (<i>please describe</i>)	

Final Report

*Within 60 days of completing your project, submit to the HECB a written report documenting the effectiveness of the project, providing the information indicated below.
(Additional information may be required by the U.S. Department of Education)*

1. **Name of Institution:** _____

2. **Title of project:** _____

3. **Status of partnerships** – List the partners that participated in this project.

LEAD INSTITUTION	SCHOOL OF ARTS & SCIENCES	HIGH-NEED LEA/SCHOOL DISTRICT(S) ¹	OTHER PARTNER(S) ²

¹ Add additional rows to the chart, if necessary.

² Other LEA/school district, institution, or organization.

4. **Overview of project activities and extent to which they were accomplished:**

5. **Performance standards and extent to which they were met using performance measures:**

6. **Contact hours**

Average contact hours per participant:

Time period (number of months) over which contact hours took place:

7. Number of participants – Enter the total number of participants for each applicable type of participant, below.

TYPE OF PARTICIPANT	NUMBER
High-need K-12 School Districts	
Other K-12 School Districts (<i>not on the approved high-need list</i>)	
High-need K-12 Schools	
Other K-12 Schools (<i>not on the approved high-need list</i>)	
Teachers, Elementary	
Teachers, Middle school	
Teachers, High school	
Teachers, Preservice	
Principals/Administrators, Elementary	
Principals/Administrators, Middle School	
Principals/Administrators, High School	
Highly Qualified Paraprofessionals	
K-12 Students (<i>Number of K-12 students on which the individual receiving services through the grant had direct impact; e.g., for a teacher this would be the number of students in his/her class. For an administrator, it would be the number of students in his/her school.</i>)	
Higher Education Faculty	
Pre-service teachers in higher education (<i>Number of preservice teachers that the higher education faculty has in his/her classes.</i>)	
Others (<i>please describe</i>)	

8. Final budget report – Complete the attached Final Budget Report.

Final Budget Report

*List all project expenses for each partner, including leveraged monies
(other funds that contributed to the project such as foundation, LEA, other federal funds).*

	PARTNER 1 Lead Institution	PARTNER 2 School of Arts & Sciences	PARTNER 3 High-Need LEA	PARTNER 4* Other	TOTALS
1. Salaries & Wages <i>Key personnel</i> <i>(faculty/admin)</i> a. b.					
2. Employee Benefits @ ____percent a. b.					
3. Participant Costs <i>Tuition, stipends, books,</i> <i>travel</i> a. b.					
4. In-state Travel a. b.					
5. Materials & Supplies a. b.					
6. Other (Contractual) a. b.					
Total Direct RFP Funds					
Indirect Cost, not to exceed 8 % of direct RFP funds					
TOTAL RFP FUNDS					
Cost-sharing by LEAs					
Other Contributed Funds					

*Add additional columns per partner

Name

Title

Signature

Date